

# O•1 Quaker, Quaker

| INSTRUMENTATION |                           |           |
|-----------------|---------------------------|-----------|
| SG/SM           | □ D □ □ □ □ □ □ D □ □ □ □ | triangle  |
| BX/BM           | □ D □ □ □ A □ □ □ □ □ □ □ | hand drum |

## FORM

|               |   |
|---------------|---|
| Introduction: | Play BX/BM and SG/SM parts, 8 beats as written, then add nonpitched percussion parts, 8 additional beats. |
| Song:         | Voices with <i>tutti</i> instruments  |
| Interlude:    | Using rhythm sticks and mallets, play rhythm of the words.  |
| Song:         | Voices with <i>tutti</i> instruments  |

## OPPORTUNITY FOR CREATIVITY

- Set up instruments in D-pentatonic.  
Have children:
- Sing the song, imitating you as you pat the rhythm of the words.
  - Play the rhythm of the words on pitched percussion. (Instruments should be set up in D-pentatonic.)

## NOTEWORTHY

|          |                             |
|----------|-----------------------------|
| Rhythm:  | quarter notes, eighth notes |
| Melody:  | <i>so mi</i>                |
| Harmony: | bordun                      |

## TEACHING THE ORCHESTRATION

### 1. General suggestions

This orchestration's allows students to practice simple patterns based on steady beat as an accompaniment. Practice singing with the steady beat in many nonlocomotor and locomotor movements prior to beginning work with barred instruments. Note: One hand drum may be shared by two players. Facing each other, players each hold drum (horizontal to floor) while using their free hand to play the drum.

### 2. Teach the bass/alto xylophone part.

- Have children:
- Mirror you patting the BX/AX pattern, using a silent motion to show the rests.
  - Practice patting the pattern while singing the song.
  - Transfer the pattern to the D and A on the bass and alto xylophones.
  - Sing the song with the BX/AX accompaniment.

### 3. Teach the soprano glockenspiel/soprano metallophone part.

- Have children:
- Mirror you in touching both shoulders on beat three as you count from one to four with the steady beat.
  - Sing the song as they perform the same pattern.
  - Transfer the shoulder touching to the octave Ds on the soprano glockenspiels and soprano metallophones.

### 4. Combine all parts with singing.